

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Estill High School

District: Hampton DISTRICT 2

Principal: David A. Corley, Sr.

Superintendent: Dr. Kenneth Gardner

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of demographic information from 2007 School Report Card:

According to the 2007 State of S.C. Annual School Report Card, Estill High School had a population 430 students enrolled in grades 9-12 of these students, 93 % received free/reduced lunches. The student population is predominantly African-American. The School's Absolute Rating was Unsatisfactory and the Improvement Rating was Good.

The student profile section includes the following key information for 2007:

- An Attendance Rate of **96.3%** up from **94.6%** in 2006. **This is higher than schools with students like ours - 94.7%.**
- An annual drop-out rate of **5.3%** - decline from **6.3%** in 2006. **This is higher than high schools with students like ours - 4.3%.**
- Older than usual for Grade: **8.9% decrease** from **14.1%** in 2006, **but higher than schools with students like ours 6.0%**
- Out-of-School Suspensions/Expulsions for violent/criminal offenses - a **4.9%** decline from the **5.7%** in 2006, **still higher than schools with students like ours - 4.3%.**

The teacher profile section for 2007- Reveals the following:

- Teacher Attendance Rate was **93.3%.** - **a decrease** from 93.5 % in 2006, but less than schools with students like ours - **95.1%**
- **40%** of teachers at Estill have advanced degrees (**up from 36.7%**), but less than Schools like ours **50%.**
- **23.1 %** of teachers hold emergency or provisional certificates - **down from 32.1%,** still more than schools like ours at **16.9%.**
- **53.3%** of teachers hold continuing contracts, but less than schools like our **61.9%.**

The School Profile section shows the following:

- Percent of Expenditures for instruction was **55.7%**, down from **56.5%**, and less than schools like ours at **60.8%**.
- Prime instructional time is decreased from **85.5%** to **83.6%**, and less than schools like ours at **88.2%**.
- Opportunities in the Arts are **Good**, the same as schools like ours.
- Parents attending conferences was **37.5%**, down from **88.5%** in 2006, and less than schools like ours at **88.7%**.
- Student-teacher ratio in core subjects was **24.6 to 1** (up from **21.8 to 1** in 2006, but more than schools like ours **21.8 to 1**).
- Character development was **rated average**, up from **below average** in 2006, but less than schools like **ours - Good**.

- Three years of data in chart format with brief explanation of data

Percentages of 1st Attempt Students Combination Tests

2006		2007		2008	
Ours	51%	Ours	37.5%	Ours	57.1%
Schools Like Ours	58.1%	Schools Like Ours	64.6%	Schools Like Ours	

Although we experienced a drop of 13.5 percentage points from 2006 – 2007, the scores increased 19.6 percentage points in 2008. The current data shows that in 2006 and 2007 our students performed below those of schools like ours. However, we are closing the gap.

Longitudinal HSAP Passage Rate

2006		2007		2008	
Ours	69.1%	Ours	71.3%	Ours	76.5%
Schools Like Ours	84.4%	Schools Like Ours	79.5%	Schools Like Ours	

Over the past three years we have experienced a steady increase in the longitudinal HSAP passage rate, whereas schools like ours declined from 2006-2007.

End-of-Course Test (Composite Score All Tests Areas)

2006		2007		2008	
Ours	32.6%	Ours	27.5%	Ours	33.0%
Schools Like Ours	43.7%	Schools Like Ours	47.1%	Schools Like Ours	

Our End of Course Tests results show a recovery and improvement from our 2006 scores. However, these scores still reflect that our students performed below those of schools like ours.

Graduation Rate

2006		2007		2008	
Ours	58.3%	Ours	62.2%	Ours	81.0%
Schools Like Ours	67.1%	Schools Like Ours	61.9%	Schools Like Ours	

With a remarkable 18.8 percentage point increase from 2007-2008 and 3.9 from 2006-2007, our graduation rate results show that over the past three years we have consistently increased our graduation rate quite well. In 2007 we surpassed the performance of students in schools like ours.

Summary of process used to develop the FSRP and the persons involved

The following was considered in developing the FSRP:

- Data to support accomplishments of the 2007-2008 FSRP
- Disaggregated data examined and discussed with faculty
- The School Renewal Plan
- State Report Card Data
- Comments given to leadership during the ERT Verification Process

Stakeholders were involved throughout the process. Input from the faculty was solicited. Through a collaborative effort of the administrative leadership team, we divided our staff into four task force areas to analyze the data of the following:

- 1st Attempt HSAP
- Longitudinal HSAP
- Graduation Rate
- End-of-Course

The administrative leadership team and teachers were asked to make recommendations for new goals based on review of data and success toward implementing the 2008-2009 Focused School Renewal Plan goals.

Narrative of how selected goals will enable the school to meet expected progress

1. Sixty percent (60%) of the students taking HSAP for the first time will score 229 in Math and 217 in ELA or better on the Measures of Academic Progress (MAP) test.
2. Forty-two percent (42%) of the students taking the E-O-C test will score 70% or higher in ELA, as measured on the February, 2009 administration of the Flanagan's Test for Higher Standards practice test.
3. Ninety-five percent (95%) of 12th graders will pass with a grade of 70% or higher in the core content subject area courses for graduation, by the end of the 3rd nine weeks grading period.

Our student achievement goals focus on increasing the number of students passing the HSAP for the first time, the number of students passing the End-of-Course Test, and the graduation rate. Fifty-seven percent (57%) of the students passed both parts of the 2008 Spring Administration of HSAP. Therefore, our goal is to increase this performance by 3%. The advisor/advisee program, Plato, and MAP/benchmarks allow teachers to differentiate instruction based on students' academic needs. Working one-on-one with parents and students through the after-school program will help students to maintain focus on academic success. Professional learning communities will enhance teachers' knowledge of curriculum and assessment, data analysis and data driven instruction to improve student achievement. This effort will also foster collegiality and improve teacher attendance.

The district's goals reflect the goals of the school. To assist with improving student achievement, the district will continue to analyze test data (E-O-C and HSAP). The district will promote staff development to assist teachers in analyzing school data and developing data-driven strategies to address student achievement. District personnel will monitor the implementation of these strategies by conducting monthly walk through observations. Research indicates that a shared, continuous, focused staff development plan has a direct impact on student achievement.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

School Timeline: The yearly timeline runs from (July 2008-May 2009) Month by month that includes the following information:

July 2008:

- Participate in Hampton District Two Administrative workshops. (D. Corley, L. Peeples, J. Stokes, L. Peeples)
- Participate in the Palmetto Priority School Conference. (D. Corley, L. Peeples, Carl Williams, Linda Brown)
- Teachers complete the course work for the Gifted and Talented Program. (M. Rojo, W. Shelton, S. Hussain, L. Brown)

August 2008:

- Establish Professional Learning Communities (PLC's). (Linda Brown, L. Peeples, D. Corley)
- Ensure that the master schedule is complete and functional. (D. Corley, L. Peeples, J. Johnson, K. Hodges)
- Ensure that each content area has a common planning period. (D. Corley, L. Peeples)
- Provide new employees with SASI Training. (J. Johnson)
- All first time test takers will be assigned to (HSAP) Lab. (D. Corley, L. Mitchell)
- Hold workshop on professional learning communities. (D. Corley, L. Peeples)
- Publish and disseminate student Code of Conduct and Academic Expectations for students and families with important dates. (D. Corley)
- Provide staff development on The Effective Teacher, The first day of school, and discipline and procedures. (D. Corley, J. Stokes, C. Williams)
- Ensure that teachers are aware of attendance procedures, discipline referral procedures, leave request, policy, and sexual harassment policy. (D. Corley, J. Stokes, C. Frazier, P. Ruth)
- Provide course syllabus development work in content groups. (L. Peeples, D. Corley)
- Conduct High Schools That Work workshop. (Dr. Prince, L. Brown)
- Provide training on the District's Emergency Procedures Manual. (Choice, Stokes)
- Send out letters to parents and community about SIC elections and meeting (C. Frazier)

- Send out letter to parents about PTA meetings and goals. (D. Corley, C. Frazier)
- Meet with the leadership team members to discuss support needed by teachers in the effective implementation of the FSRP. (D. Corley, L. Peeples)
- Provide Take One staff development. (L. Peeples, R. Farmer)

September 2008:

- Meet with leadership team. (D. Corley)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Provide appropriate assistance to teachers on improvement plans (D. Corley, L. Peeples)
- Structure lesson plans through team collaboration. (D. Corley, L. Peeples)
- Provide lesson plans, lesson implementation and evaluation training. (D. Corley, L. Peeples)
- Designate Tuesday as High School Assessment Program. (HSAP) Prep School Wide. (D. Corley, L. Peeples, J. Johnson)
- Begin after-school program. (D. Corley, L. Peeples, K. Hodges, L. Mitchell, P. Love, M. Rojo, and K. Katta)
- Fish and Chat with High School Assessment Program (HSAP) to share strategies and ideas on how to successfully pass the High School Assessment Program (HSAP) with students and parents.(D. Corley, L. Peeples, M. Rojo, P. Love, K. Katta)
- Meet with School Climate Focus Committee to establish award and incentive guidelines for students and teachers. (D. Corley, P. Love)
- Share the FSRP with the school community. (D. Corley, Leadership Team)
- Ensure that teachers are submitting lesson plans in a timely manner to the curriculum coordinator for review. (D. Corley, L. Peeples)
- Visit community sponsored events and the local churches. (D. Corley)
- Provide professional development for teachers by implementing a supervision plan that provides students with a guaranteed viable curriculum that is linked to instruction and statewide assessment. (D. Corley, JBHM Education Group, L. Peeples)
- Provide professional development by observing classroom and providing post observation conferencing with teachers. (D. Corley, JBHM Education Group)
- Continue SIC meetings and PTSA meetings. (D. Corley, C. Frazier, P. Love)
- Administer Fall MAP Testing. (L. Mitchell, L. Peeples, D. Corley)
- Provide Take One staff development. (L. Peeples, R. Farmer)
- Partner with colleges/universities. (L. Peeples, D. Corley)

October 2008:

- Provide staff development on interpreting the Measures of Academic Progress (MAP) data to analyze student needs and differentiate instruction. (L. Peeples, D. Corley)
- Implement Literacy Plan. (D. Corley, L. Peeples)
- Administer/monitor 9 weeks exams. (D. Corley, L. Peeples)
- Modify Tuesday and Thursday to address students' deficiencies as identified by MAP. (D. Corley, L. Peeples)
- Conduct staff development on common assessment. (D. Corley, L. Peeples)
- Counsel with all first time High School Assessment Program (HSAP) test takers to set personal achievement goals. (D. Corley, K. Hodges, L. Peeples)
- Implement Advisor-Advisee Program. (D. Corley, Lula Brown, K. Hodges)
- Review and disaggregate data from MAP Test administration with teachers. (D. Corley, L. Peeples, L. Mitchell)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Publish and disseminate school newsletter. (D. Corley, L. Brown, Gary Haynes)
- Meet with parents of freshmen students. (D. Corley, Lula Brown)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Monitor student progress by conferencing with teachers concerning class data. (D. Corley, L. Peeples)
- Provide counseling to seniors who are at risk of failing one or more courses. (D. Corley, K. Hodges, L. Peeples)
- Provide an awards program for students and teachers. (D. Corley, C. Frazier, P. Love)
- Meet with leadership team. (D. Corley)
- Select students who will participate in the dual credit program at S.C. State University. (D. Corley, L. Peeples)
- Provide Take One staff development. (L. Peeples, R. Farmer)

November 2008:

- Model best practices. (D. Corley, L. Peeples, P. Love, Linda Brown, G. Espinosa, M. Rojo, W. Shelton, R. Graham)
- Meet with leadership team. (D. Corley)
- Visit community events and local churches. (D. Corley)
- Provide classroom management and staff development opportunities for teachers. (J. Stokes, D. Corley)
- Meet with parents. (D. Corley, J. Stokes)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Conduct classroom observations and provide instructional feedback to teachers. (D. Corley, L. Peeples)
- Review progress toward accomplishing FSRP Smart Goals as related to MAP. (D. Corley, L. Peeples, L. Mitchell)
- Provide Take One staff development. (L. Peeples, R. Farmer)
- Continue staff development on assessing standards. (D. Corley, L. Peeples, JBHM Education Group)

December 2008:

- Meet with leadership team. (D. Corley)
- Administer benchmark tests. (D. Corley, L. Peeples)
- Publish and disseminate newsletter to Estill High community. (D. Corley, Linda Brown, Gary Haynes)
- Visit community events and local churches. (D. Corley)
- Conduct classroom observations and provide instructional feedback to teachers. (D. Corley, L. Peeples)
- Review progress toward accomplishing FSRP Smart Goals as related to MAP.
(D. Corley, L. Peeples, L. Mitchell)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Provide Take One staff development. (L. Peeples, R. Farmer)

January 2009

- Meet with leadership team. (D. Corley)
- Administer/monitor 9 weeks exams. (D. Corley, L. Peeples)
- Administer Fall MAP Testing. (L. Peeples, L. Mitchell)
- Visit community events and local churches. (D. Corley)
- Meet with parents. (D. Corley, J. Stokes)
- Provide counseling with seniors who are at risk of failing one or more courses.
(D. Corley, K. Hodges, L. Peeples)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Conduct classroom observations and provide instructional feedback to teachers. (D. Corley, L. Peeples)
- Review progress toward accomplishing FSRP Smart Goals as related to MAP.
(D. Corley, L. Peeples, L. Mitchell)
- Hold awards ceremony for students and teachers. (D. Corley, L. Peeples, P. Love)
- Provide Take One staff development. (L. Peeples, R. Farmer)

February 2009:

- Meet with leadership team. (D. Corley)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Administer the MAP Testing. (L. Peeples, L. Mitchell)
- Review and disaggregate data from MAP Test administration with teachers.
(D. Corley, L. Peeples, L. Mitchell)

- Provide incentives to students who improved on the benchmark. (L. Peeples, D. Corley, P. Love)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Provide Take One staff development. (L. Peeples, R. Farmer)
- Meet with junior parents. (D. Corley, Lula Brown, K. Hodges)

March 2009:

- Meet with leadership team. (D. Corley)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Administer/monitor 9 weeks exams. (D. Corley, L. Peeples)
- Fish and Chat with students and parents concerning High School Assessment Program (HSAP) and End-of Course (EOC).(D. Corley, L. Peeples, M. Rojo, P. Love, K. Katta)
- Review and disaggregate data from MAP Test administration with teachers. (D. Corley, L. Peeples, L. Mitchell)
- Review students Individual Graduation Plan for updates and adjustments to meet students' academic needs. (D. Corley, Lula Brown)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Pre-registration for all students. (D. Corley, L. Peeples, J. Johnson, K. Hodges, Lula Brown)
- Provide Take One staff development. (L. Peeples, R. Farmer)
- Assembly/presentation for 8th grade students(D. Corley, L. Peeples, Lula Brown)

April 2009:

- Meet with leadership team. (D. Corley)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Administer benchmark tests. (D. Corley, L. Peeples)
- Administer HSAP Test. (L. Peeples, Lula Brown, K. Hodges)
- Interview teachers for vacant positions for the 2009-2010 academic school year. (D. Corley)
- Visit local churches' sponsored events. (D. Corley)
- Hold awards day program for teachers and students. (D. Corley, L. Peeples, P. Love)
- Provide counseling with seniors who are at risk of failing one or more courses. (D. Corley, K. Hodges, L. Peeples)
- Meet with seniors. (D. Corley, Linda Brown, J. Russell)
- Develop the master schedule for the 2009-2010 academic year. (D. Corley, L. Peeples, J. Johnson)

May 2009:

- Meet with leadership team. (D. Corley)
- Conduct classroom observations and provide instructional feedback. (D. Corley, L. Peeples)
- Administer EOC Test. (L. Peeples, Lula Brown, K. Hodges)
- Interview teachers for vacant positions for the 2009-2010 academic school year. (D. Corley)
- Establish Summer School Program. (D. Corley, L. Peeples)
- Identify teachers to enroll and attend the Gifted and Talented workshop. (D. Corley, T. Beckett, J. Hopkins)
- Select staff who will work with our incoming ninth graders in a summer enrichment program. (D. Corley)
- Select students who will participate in the Credit Recovery Program. (D. Corley, L. Peeples, L. Mitchell)
- Hold the principal's academic banquet for those students with a 3.0 GPA or better. (D. Corley)

June 2009:

- Attend summer leadership staff development. (D. Corley, L. Peeples, J. Stokes)
- Attend the Education Business Summit in Greenville, SC focusing on HSTW strategies. (D. Corley, Linda Brown)
- Implement our summer enrichment camp for incoming 9th graders, with an emphasis on Science, Math, English and Computer Technology. (D. Corley, P. Love, D. Harrison, S. Hussain, K. Katta)
- Implement a summer school program. (L. Peeples, D. Corley)
- Develop curriculum guides for the content area courses. (D. Corley, L. Peeples, T. Duran, S. Gilcrest)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 60% of the students taking High School Assessment Program (HSAP) for the first time will score 229 in Math and 217 in ELA or better on the Measures of Academic Progress (MAP) Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
All first time test takers will be assigned to High School Assessment Program (HSAP) Lab. Activities will be assigned according to students needs as indicated on MAP and/or teacher observation.	Principal, Curriculum Coordinator, Leadership Team Lab manager	9/08 To 5/09	<ul style="list-style-type: none"> • Class roster • Attendance data • Plato Progress Report • Teacher Response Form (feedback) <p>All first time test takers will be assigned to Plato for individualized computer assisted instruction twice a week. Students will be assigned specific activities to complete modules that focus on HSAP skills and Algebra 2, Geometry Standards. Weekly, teachers will view progress reports to monitor student progress, time on task, and completion of assignments. Data will be used to guide instruction. (L. Peeples, L. Mitchell)</p>
Modify Tuesday and Thursday schedule to address student deficiencies as identified by MAP. RIT scores will be used to place students in RIT bands to assist with differentiation and address student weaknesses. Teacher will use the Descartes Continuum to write lesson plans	Principal, Curriculum Coordinator, Leadership Team	10/08 To 4/09	<ul style="list-style-type: none"> • Lesson Plan • RIT Roster • RIT Score • Revised schedule for Tuesday and Thursday • Common Assessments <p>Teachers will use the Descartes Continuum to plan lessons to address student needs.</p> <p>Teachers will develop common assessments to</p>

			<p>monitor student progress and drive instruction. As a result students' scores should improve on the Winter administration of MAP. (L. Peeples)</p>
<p>The Administrative Leadership Team will develop an Advisor-Advisee Program to assist all first time HSAP test takers in setting personal and academic achievement goals.</p>	<p>Principal, ELA Teachers, Math Teachers, Guidance Counselors</p>	<p>10/08 To 5/09</p>	<ul style="list-style-type: none"> • Goal Setting Form • Data Folders • Written Advisor/Advisee Program • Teacher Response Form (feedback) • <p>Students must be aware of their performance on MAP and its correlation to HSAP. Teachers, principal, and counselors will assist students in analyzing the test results and setting personal achievement goals. Every two months the MAP survey test will be administered and teachers will review to monitor student progress. (K. Hodges, L. Brown)</p>
<p>The Administrative Leadership Team will implement an After-School HSAP Program for first time test takers. The program will be held three days a week.</p>	<p>Principal, Curriculum Coordinator, Administrative Leadership Team</p>	<p>9/08 To 4/09</p>	<ul style="list-style-type: none"> • After School roster • After School Program Outline • Attendance <p>The After-School Program is designed to reinforce instruction and teach academic standards. HSAP takers will be encouraged to enroll in the program and maintain regular attendance. Teachers will use the Taylor Learning Center's instructional program to monitor student progress. (L. Peeples)</p>
<p>The Administrative Leadership Team will develop a Parental Involvement Program to inform parents of the HSAP skills their children need to successfully pass HSAP.</p>	<p>Principal, Curriculum Coordinator, Administrative Leadership Team</p>	<p>9/08 To 3/09</p>	<ul style="list-style-type: none"> • Parent Sign-in sheets • Flyers • Agenda • Written Parental Involvement Program <p>Parent information sessions on the High School Assessment Program (HSAP) will be held to share strategies and ideas on how to successfully pass the HSAP and to increase the number of students in the after school program. (D. Corley, K. Hodges, L. Brown)</p>
<p>The Administrative Leadership Team will</p>	<p>Principal,</p>	<p>9/08</p>	<ul style="list-style-type: none"> • Lesson Plans

implement on-going staff development activities to assist teachers on how to utilize Measures of Academic Progress (MAP) data to analyze student needs and differentiate instruction.	Curriculum Coordinator	To 5/09	<ul style="list-style-type: none"> Classroom observations <p>Teachers will analyze MAP data to determine class and individual academic needs. Teachers will use the results of the training and Descartes Continuum to develop lesson plans to differentiate instruction. The principal/administrative staff will monitor lesson plans, conduct weekly classroom observations, and provide oral/written feedback. (L. Peeples, D. Corley, Department Chairs)</p>
The Administrative Leadership Team will provide academic achievement incentives and rewards for all students meeting or exceeding improvements on MAP.	Principal, Curriculum Coordinator, School Climate Focus Team	9/08 To 5/09	<ul style="list-style-type: none"> Improvement Roster Written Incentive Program <p>To extrinsically motivate students and help them maintain focus, the principal and the school climate focus team will collaborate to provide an incentive for students who improved on MAP from the Fall to the Winter administration. (L. Peeples)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 42% of the students taking the English End-of-Course test will score 70% or higher, on the February 2009 administration of the Flanagan’s Test for Higher Standards Practice test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Administrative Leadership Team will implement on-going staff development activities to engage teachers in assessing the standards.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Pacing Guides • Lesson Plans • Teacher-made Assessments • Agenda <p>In order to effectively assess standards, teachers must be able to unpack the standards, conduct item analysis, and interpret and utilize the data to guide instruction. This will be evident through the development of pacing guides, lesson plans, and assessments. (L. Peeples and D. Corley)</p>
The Administrative Leadership Team will establish Professional Learning Communities to engage teachers in inquiry activities to ensure alignment of curriculum, instruction, and assessment.	Principal, Curriculum Coordinator, Administrative Leadership Team	8/08 To 5/09	<ul style="list-style-type: none"> • Copy of the exam • Oral/written Feedback • Agenda <p>The teachers will examine standards to determine the cognitive level of the standard and the level of complexity. They will practice writing task and test items, share those items in group sessions, and develop exams that reflect the EOC test format and rigor. The principal/curriculum coordinator will monitor the nine week exams for alignment to the curriculum and blueprint. (L. Peeples, D. Corley)</p>

The Administrative Leadership Team will develop an Advisor-Advisee Program to assist EOC test takers in setting personal and academic achievement goals.	Principal, Teachers, Guidance Counselors	10/08 To 5/09	<ul style="list-style-type: none"> • Goal Setting Form • Data Folders • Teacher Response Form • Written Advisor/Advisee Program • <p>Students must be aware of their performance on the benchmark test and its correlation to EOC. Teachers, principal, and counselor will assist students in analyzing the test results and setting personal achievement goals. Every two months the benchmark test will be administered and goals will be reviewed to monitor student progress. (K. Hodges, L. Brown)</p>
The Administrative Leadership Team will develop a Parental Involvement Program to inform parents of the EOC skills their children need to successfully pass EOC.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 3/09	<ul style="list-style-type: none"> • Parent Sign-in sheets • Flyers • Agenda • Written Parental Involvement Program <p>Parent information sessions on the End-of-Course (EOC) will be held to share strategies and ideas on how to successfully pass the EOC and to increase the number of students in the after school program. (K. Hodges, L. Brown, C. Corley)</p>
The Administrative Leadership Team will implement on-going staff development activities to assist teachers on how to utilize Measures of Academic Progress (MAP) data to analyze student needs and differentiate instruction.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Lesson Plans • Classroom observations <p>Teachers will analyze MAP data to determine class and individual academic needs. Teachers will use the results of the training and Descartes Continuum to develop lesson plans to differentiate instruction. The principal/administrative staff will monitor lesson plans, conduct weekly classroom observations, and provide oral/written feedback. (L. Peeples, D. Corley, Department Chairs)</p>
The Administrative Leadership Team will provide academic achievement incentives and rewards for all students meeting or exceeding improvements on the Flanagan's Test for Higher Standards.	Principal, Curriculum Coordinator, School Climate Focus Team	9/08 To 5/09	<ul style="list-style-type: none"> • Improvement Roster • Written Incentive Program <p>To extrinsically motivate students and help them maintain focus, the principal and the school climate focus team will collaborate to determine incentives from the September to the April administration. (L. Peeples, P. Love, K. Hodges, L. Brown)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 68% of students enrolled in the 05 Nine GR Field will graduate, as measured by the graduation rate template. This is a 1.3% increase from the previous year and consistent with the three year trend of continuous improvement: 58%, 62% and 66.7% respectively.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Administrative Leadership Team will develop an Advisor-Advisee Program to assist seniors who are failing one or more courses at the end of each nine weeks in setting personal and academic achievement goals.	Principal, Teachers, Guidance Counselors, Academic Leadership Team	10/08 To 5/09	<ul style="list-style-type: none"> • Goal Setting Form • Records from the guidance sessions • Parent Notification • List of students <p>Students must be aware of their academic performance and its impact on their graduation. Teachers, principal, and counselor will assist students in analyzing their grades and setting personal achievement goals. Every nine-week period, report cards will be reviewed to monitor students' progress. Parents will be notified and scheduled for a conference. (K. Hodges, L. Brown)</p>
The Administrative Leadership Team will provide a credit recovery program.	Principal, Teachers, Guidance Counselors, Academic Leadership Team	12/08 To 5/09	<ul style="list-style-type: none"> • Registration Form • Teacher Progress Sheets • Individual Student Records • Outline of Credit Recovery Program <p>After the first semester guidance will counsel students who are failing one or more courses. These students will be encouraged to enroll in a six week after school credit recovery program. (L. Peeples, K. Hodges, L. Brown)</p>

The Administrative Leadership Team will develop a Parental Involvement Program to keep parents abreast of student progress.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Parent Sign-in sheets • Flyers • Agenda • Written Parental Involvement Program <p>Parent information sessions will be held to share strategies and ideas on how to successfully pass standardized tests and fulfill all graduation requirements. (K. Hodges, L. Brown, D. Corley)</p>
The Administrative Leadership Team will establish an after school tutorial program.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Extra Help Log • Tutorial Schedule • Parent Contact Letters • Student Roster <p>In order to provide additional instructional assistance, teachers will post tutoring schedules and encourage seniors who are at risk of failing or in need of extra help to attend. (K. Hodges, Linda Brown)</p>
The Administrative Leadership Team will establish an incentive program for seniors.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Improvement Roster • Written Incentive Program <p>To extrinsically motivate students and help them maintain focus, the principal and the school climate focus team will collaborate to determine incentives for student progress and performance. (D. Corley, P Love, K. Hodges, L. Brown)</p>
The Principal will establish a project/rap session for seniors.	Principal, Senior Class Advisors	9/08 To 5/09	<ul style="list-style-type: none"> • Attendance Roster • Agenda <p>Seniors will meet to discuss senior obligations and preparations to complete Senior projects. The principal will meet monthly with the seniors to discuss their concerns about school climate and the instructional program. Senior expectations will also be reinforced. (D. Corley, K. Hodges, L. Brown)</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 95% of teachers will participate in a PLC (Professional Learning Community) that will focus on instructional strategies and best practices to close the achievement gap; this will result in a 5 point increase in the English RIT score of 30% of the 9th and 10th students, as measured by the Fall to Winter administration of MAP.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
In Professional Learning Communities teachers will engage in on-going collaborative research-based activities to ensure alignment of curriculum, instruction, and assessments.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Copy of the exam • Oral/written Feedback • Agenda <p>The teachers will examine standards to determine their cognitive and complexity levels. They will practice writing tasks and test items, share those items in group sessions, and develop exams that reflect the standardized test format and rigor. The principal/curriculum coordinator will monitor the nine week exams for alignment to the curriculum and blueprint. (D. Corley, L. Peeples)</p>
Teachers will undergo Take One as an ongoing professional development activity.	Principal, Curriculum Coordinator	8/08 To 5/09	<ul style="list-style-type: none"> • Application • Take One activities • Take One submissions • Agenda • Reflective Log <p>To improve student achievement teachers must reflect on their instructional practices and engage in dialog and activities to improve instruction. Take One is designed to assist teachers in analyzing their impact on student achievement. (L. Peeples)</p>

<p>The Administrative Leadership Team will develop and implement a literacy plan for Estill High School.</p>	<p>Principal, Curriculum Coordinator, Administrative Leadership Team</p>	<p>11/08 To 5/09</p>	<ul style="list-style-type: none"> • The Literacy Plan <p>To improve overall student achievement, students need to engage in activities to enhance reading and writing across the curriculum. To ensure a common language and practice among teachers, English teachers and other agencies will engage teachers in reading/writing best practices that are to be incorporated in classroom activities. (P. Love, Koudelka, L. Peeples)</p>
<p>The Principal will provide incentives and rewards for all teachers whose students meet or exceed 30% or higher on benchmarks.</p>	<p>Principal, Curriculum Coordinator, Administrative Leadership Team</p>	<p>9/08 To 5/09</p>	<ul style="list-style-type: none"> • Improvement Roster • Written Incentive Program <p>The School Climate Focus Team in conjunction with the Administrative Leadership Team and Principal will develop a system for rewarding teachers whose students make significant gains on benchmarks. This reward will take place the third nine week period. (P. Love, D. Corley, L. Peeples)</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will provide on-going professional development on standards-based lessons to 95% of all certified faculty, resulting in a 5 point increase in the English RIT score of 30% of the 9th and 10th grade students, as measured by the Fall to Winter administration of MAP

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Principal will provide ongoing staff development on incorporating the components of an effective lesson into standards based lesson plans.	Principal	9/08 To 5/09	<ul style="list-style-type: none"> • Reflective log • Agenda and Minutes from common planning Teachers will meet weekly during common planning to engage in discourse and research on the components an effective lesson. They will practice writing an effective lesson plan and critiquing plans to ensure that all components of an effective plan are included. (D. Corley, Department Chairs, L. Peeples)
The Principal will provide ongoing staff development on unpacking the standards.	Principal	9/08 To 5/09	<ul style="list-style-type: none"> • Agenda • Sign-in Sheet • Evaluation / Reflection form • Lesson Plan Feedback In order to effectively teach the standards, teachers need to know and understand the standards – how to break down the components of the standards as well as how to chunk standards. This practice will guide teachers in developing lesson plans to ensure student mastery. (D. Corley, L. Peeples)

The Administrative Leadership Team will provide common planning for core content area teachers to collaborate on writing lesson plans.	Principal, Curriculum Coordinator, Administrative Leadership Team	9/08 To 5/09	<ul style="list-style-type: none"> • Classroom observation feedback • Reflection Form <p>Teachers will collaborate weekly to plan lessons and share effective instructional techniques. Results of classroom observations will be discussed to determine departmental strengths, areas of concern, and develop plans to address those concerns. (D. Corley, L. Peebles, Department Chairs)</p>
The Principal and the Department Chairperson will conduct 5 weekly classroom observations and provide constructive feedback to teachers.	Principal, Curriculum Coordinator	9/08 To 5/09	<ul style="list-style-type: none"> • 5 Classroom observation feedback <p>The administration and department chairpersons will assist teachers in reflecting on their lessons to determine the strengths of the lesson, areas of improvement, and instructional techniques to improve/enhance the lesson. (D. Corley, Department Chairs)</p>
The Administrative Leadership Team will establish instructional leaders who will assist with implementing an effective lesson by modeling best practices and other instructional strategies and management techniques.	Principal, Curriculum Coordinator, Administrative Leadership Team	10/08 To 5/09	<ul style="list-style-type: none"> • Reflection Forms • Observation Forms <p>To strengthen our instructional program, teachers will engage in discourse to establish an environment of trust among teachers. Classroom observations will be discussed to establish strengths and “experts” among our faculty. These individuals will model lessons for their colleagues to share instructional techniques, content knowledge, and student management. Department chairpersons will observe these lessons, reflect on the lessons to determine their effectiveness, and discuss follow-up activities. (Department Chairs)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 60% of the students taking High School Assessment Program (HSAP) for the first time will score 229 in Math and 217 in ELA or better on the Measures of Academic Progress (MAP) Test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Analyze HSAP data and provide information to the school.	Assistant Superintendent of Curriculum and Instruction	9/ 08	The district administration will meet with principal to discuss and review comparison and analysis of longitudinal HSAP Data. Trend Analysis of HSAP Data will be provided. (Assistant Superintendent)
2. A minimum of five (5) walk-through observations will be conducted on a monthly basis collectively.	Superintendent Or District's Designee	9/08	Walk-through forms will provide feedback for teachers in order to enhanced instruction in the classroom. (Superintendent or District's Designee)
3. The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.	Assistant Superintendent	9/08	The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals. Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators. (Assistant Superintendent or designee)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 42% of the students taking the End-of-Course test will score 70% or higher, on the February 2009 administration of the Flanagan's Test for Higher Standards Practice test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Analyze End-of-Course Test data and provide information to the school	Assistant Superintendent of Curriculum and Instruction	9/08	The district administration will meet with principal, department chairpersons, and/or curriculum coordinator(s) to discuss and review comparison and analysis of longitudinal data. Documentation: Analysis of End-of-Course Data, agendas, minutes of meetings, and any staff development will be provided. (Assistant Superintendent or Designee)
2. Meet with the curriculum coordinator(s) on monthly basis to review the list of instructional strategies that will be implemented by the End-of-Course Subject Teachers through their Professional Learning Communities.	Superintendent Or District Designee	9/08	The instructional strategies reviewed in the meeting will be used to guide district personnel in their walk-through observations. List of instructional strategies, minutes of meetings, agendas, and dates of review will be provided. (Assistant Superintendent)

3. Conduct a minimum of five (5) walk-through observations.	Superintendent Or District's Designee	9/08	Feedback from monthly walk-through forms will help teachers to enhance instruction in the classroom. (Superintendent or District's Designee)
4. The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.			The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals. Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators. (Assistant Superintendent or designee)

<p>4. The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.</p>	<p>Assistant Superintendent</p>	<p>9/08</p>	<p>The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals.</p> <p>Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators.</p> <p>(Assistant Superintendent or designee)</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Taylor Learning Resource Center, Inc. - Certified as a Supplemental Educational Service Provider in the state of South Carolina since 2003 by the South Carolina Department of Education. Accredited by the Southern Association of Colleges and Schools Council of Accreditation and School Improvement and the Commission on International and Trans-Regional Accreditation.

Measures of Academic Progress (MAP) - a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

Flanagan's Tests for Higher Standards – a set of tests and researched based strategies for increasing student achievement. These tests are aligned to the state's new Academic Standards for grades K-8, EOC, and HSAP. Items are adjusted to match Bloom's cognitive levels.

JBHM - JBHM Education Group is comprised of educators, developers, consultants, and designers who have worked with schools throughout the Southeast since 2000 to improve education and increase options for students' futures.

Take One – is a meaningful and relevant professional development experience that will help teachers combine the architecture of accomplished teaching practice with an evidence-centered approach to analyzing their impact in the classroom.

Literacy Program – Based on the model developed by the Southern Regional Education Board and utilized in most High Schools That Work sites.

Advisor-Advisee Program – Based on the model developed by the Southern Regional Education Board and utilized in Most High Schools That Work sites. Its focus is on one of the ten key practices of High Schools That Work.

Credit Recovery – An intervention plan to prevent students from dropping out and give them the tools to enable them to make up lost credits.

High School Assessment Program (HSAP) – South Carolina’s high school assessment program for second year high school students and is a requirement for graduation.

End of Course Tests – battery of state-mandated tests that measure students’ mastery of content in the following core areas: English I, Algebra I, Physical Science, and U.S. History.